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ABSTRACT
This study is concerned with the initial testing of an instrument which examines student discipline in terms of four areas: goals and objectives of the discipline program, scope of the program, procedures and sanctions. This investigation by the Center for the Study of Evaluation has been undertaken as part of the Higher Education Evaluation Project. Disciplinary practices do not exist in a vacuum; they are assumed to be functionally related to institutional characteristics and plutosopy. Disciplinary practices differ from institution to institution. Various aspects of college environment will be studied by the consensus approach. The validity of discipline data will be examined against data already in existence. The present study deals with only three institutional types of higher education: (1) denominational colleges, (2) universities, and junior colleges. Since it has become necessary to place the entire question of student discipline within reasonable perspective in terms of the aims and goals of American higher education, it is concluded that the only real education is self-education and the only successful discipline is self-discipline. Favorable conditions make individual growth of mind, body and spirit possible. A higher educational institution must educate not only in the domain of the mind, but also in the realm of the spirit. (ON)

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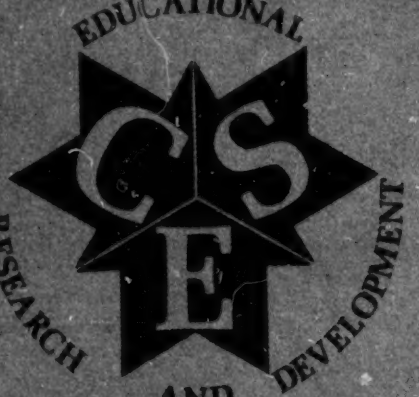

MEASURING THE INSTITUTIONAL STANCE ON MATTERS OF STUDENT CONDUCT

Richard Seligman

CSE Report No. 55
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MEASURING THE INSTITUTIONAL STANCE ON MATTERS OF STUDENT CONDUCT

Policies and practices concerning student discipline in collegiate institutions have become a problem of considerable interest. Violent confrontations have often arisen from conflicts over the nature of campus disciplinary practices. Looking beyond the more immediate crisis situations, a general trend or pattern can be discerned. The notion of in loco parentis--the institution as a substitute parent--is giving way to demands that students be treated as responsible adults who need not answer to the institution for their actions outside the classroom. Realizing that problems of student conduct may have considerable effect on the atmosphere of the campus as a whole, many institutions are giving serious attention to their disciplinary policies.

In light of this situation, it is important that an effort be made to measure disciplinary practices as they differ among institutions. Such a research endeavor would contribute to an understanding not only of higher education in general, but also to an awareness of the impact of disciplinary practices on the total educational program. In order to undertake research of this nature, a method of quantifying disciplinary policies and procedures is essential.

Before one can conduct a large-scale investigation of student discipline, it is necessary to have an instrument which, on the basis of previous use, has been shown to be sound, statistically as well as logically. This study is concerned with the initial testing of an instrument which examines student discipline in terms of four areas: goals and objectives of the discipline program, scope of the program, procedures, and sanctions.

Within the framework of evaluation envisioned by the Center for the Study of Evaluation, information on disciplinary practices contributes to the knowledge of contextual variables. In order to evaluate the outcomes of an instructional program, one needs considerable information on the context, or environment, within which such programs occur. The study reported here is one of a number of investigations which have been undertaken as part of the Higher Education Evaluation Project of the Center. These studies have attempted to develop "a number of new ways for characterizing the campus environment" (Pace, 1969, p. 9). The present research was designed to measure an environmental context which, up to now, has received only limited attention. If discipline is viewed as a mediating variable in the instructional process, then relevant information will facilitate evaluation studies by suggesting differential relationships among the contexts of instructional programs and their outcomes. Clearly, one needs vast quantities of information about an institution if one

is to attempt a meaningful evaluation of that institution. Once instrumentation is available, it will be possible to conduct studies to determine the nature of the relationships between perceived disciplinary practices and a variety of institutional outcomes. At the present time such studies are not possible; the availability of an instrument makes such studies feasible.

The recent literature on student discipline as well as the research on college environments and student freedoms suggest several conclusions relative to the present study (Seligman, 1969). First, disciplinary practices do not exist in a vacuum; they may be assumed to be functionally related to other institutional characteristics and reflective of institutional philosophy. Second, one can expect to find reasonably clear-cut differences among a representative sample of institutions with respect to their stance toward disciplinary practices. Third, the "collective perceptions" or "consensus" approach represents a legitimate social-psychological technique for the study of various aspects of the college environment. Fourth, there is already in existence considerable data against which the validity of discipline data may be examined.

DESIGN OF THE STUDY

An extensive survey of the literature and several preliminary investigations resulted in the construction of the questionnaire, Institutional Procedures in Colleges and Universities, hereafter referred to as IPCU (Seligman, 1967, 1968, 1969). IPCU contains a total of forty-five items and supplementary information designed to describe the respondent further (see Appendix I). The first part of IPCU contains fifteen statements descriptive of the goals and objectives, as well as the procedures, employed in the campus discipline program. Respondents are asked to distinguish between what they know for sure to be true or false and what they would imagine to be true or false. In addition, the respondent is given the opportunity to indicate that he has no information with respect to the statement in question. Items 1-5 refer specifically to the goals and objectives, or intent, of the discipline program. These items seek to distinguish between a punitive, law-enforcement approach and an educational or rehabilitative approach to the problems of student conduct. Items 6-15 refer to the procedures under which the discipline program is operated. Items 6 and 7 are concerned with the question of who formulates rules, i.e., to what extent are students, faculty, and administration involved. Items 8-10 deal with the composition of judicial bodies. Here again an attempt is made to ascertain the relative roles of students, faculty, and administration. Items 11-15 are concerned with "procedural due process" in the handling of discipline cases. At issue is the fair treatment of students involved in misconduct cases.

In an institution receiving a high score on Part I, discipline would likely be viewed as a "helping" function, relevant to the purposes of higher education. Such an institution might further be characterized by student involvement in policy formulation, by flexibility with respect to judging each case on its own merits, and by involvement of faculty, administration, and students in fair hearings. In an institution which receives a low score on Part I, discipline is perceived largely in terms of law enforcement. A low score might indicate, further, the frequent use of administrative edict in judging cases, as well as an absence of the generally accepted elements of procedural due process in misconduct hearings.

The second part of IPCU comprises thirty statements, each describing student behavior which might result in disciplinary action by the institution. Items 1-10 refer to behavior which might be termed "public". Such behavior occurs on the campus and is clearly related to one of the generally constituted functions of the institution. Items 11-20 refer to behavior which might be termed "private". Such behavior generally occurs off the campus and often involves matters of a personal nature, not intimately related to the generally accepted functions of higher education. Items 21-30 refer to behavior which might be termed "off campus". Such behavior generally results in the student's involvement with local officials and bears little relationship to his role as a student.

Part II focuses on two issues--scope and sanctions. With respect to scope, the attempt is to determine for each institution the areas of student life deemed appropriate for institutional concern. By viewing response 1 as an indication of no concern and responses 2 and 3 as an indication of some concern, it is possible to rate institutions in terms of the breadth of their disciplinary activities. With respect to sanctions, one would hope to determine, for each institution, the "capital crimes", i.e., those situations in which the most severe sanctions--suspension or dismissal--may be effected. Responses 2 and 3 enable the respondent to rate the severity of sanctions for those behaviors believed to involve some formal disciplinary action. With respect to both scope and sanctions, the respondent has the opportunity to indicate that he does not know if action would be taken or what such action would be.

A high score on Part II suggests that institutional involvement is limited, particularly with respect to "private" and "off-campus" matters. Low-scoring institutions would be characterized by a relatively wide scope of institutional concern in all aspects of student behavior.

In addition to marking the items in Parts I and II, the respondent is asked to provide information concerning age, sex, place of residence (on or off campus) and number of years at the institution. An attempt is also made to determine the extent to which the respondent, through personal experience, is familiar with discipline problems.

Scoring Procedures

IPCU contains two sections, each of which is scored separately. The general approach to scoring is the 66+/33- method (Pace, 1967). For Part I, the institution receives a score of +1 if 67 percent or more of the students answer an item in the keyed direction. If 33 percent or fewer students answer in the keyed direction, the institution receives a score of -1. On the items where no consensus exists, i.e., those items where the percentage of students answering in the keyed direction falls between 34 and 66, the institution receives a score of zero. To obtain the score for Part I, one merely sums the item scores and then adds a constant of 15 so that no institution has a negative score. The possible range is thus from zero to thirty.

The same general approach is followed in scoring Part II. The score, a measure of the scope of institutional involvement, is determined in the following manner. A score of +1 is given when at least 67 percent of the students indicate that the given behavior will not result in institutional sanctions; a score of -1 is given if fewer than 33 percent of the students so respond. A score of zero is given in cases where no consensus is demonstrated. A constant of 30 is added to eliminate negative scores and the possible range is thus from zero to sixty.

Selection of Participating Institutions

In selecting institutions for the study, two major criteria were considered. The first criterion was that other relevant information about the campus environment be available in order to provide a basis for analyzing and interpreting the findings of the present investigation. Previous participation in studies employing Pace's College and University Environment Scales--CUES--(Pace 1963, 1967, 1969) was necessary and participation in the national surveys of Williamson and Cowan (1966) and Peterson (1968) was desired in order for an institution to be included. The CUES studies provide data on the general atmosphere of the campus environment; the Williamson-Cowan study provides data on students' freedom of expression; the Peterson study provides data on organized student protest.

The second criterion was that the colleges include examples from several types of institutions which one would expect to be quite different in terms of their approaches to student discipline. By selecting several institutions from each of three types, or "criterion groups", one would hope to get some notion of the reliability of the instrument with respect to each of the types. Further, one would expect institutional differences within each type to be less than the difference across types.

Accordingly, three types of institutions, quite different in nature, were identified: small, denominational, residential, liberal arts colleges; large, complex, urban institutions; and public community colleges. In the case of denominational colleges, one would expect to find the institution exhibiting a pervasive interest in the behavior of its students. Frequently the out-of-class activities of students would be considered appropriate areas for institutional intervention. Furthermore, one would expect to find a high degree of consensus among the students as to the institution's policies and procedures regarding discipline, i.e., expected standards of behavior are likely to be well-known.

One would expect the large urban institutions, in terms of their discipline policies and practices, to be concerned with a smaller range of problems than the denominational colleges. Because of institutional size and student residential patterns, it is simply impossible for such institutions to govern the out-of-class activities of students scattered throughout a large metropolitan area. Again, owing to size and the resultant problems of communication, one would expect considerably less consensus regarding policies than is the case with the denominational liberal arts colleges.

Public community colleges are often associated administratively with the public school system. As such, these institutions are likely to be less permissive than urban universities with respect to student conduct, for their policies tend to be more akin to those of the secondary school than of the four-year college or university. Again, owing to the non-residential, commuting nature of the student body, the degree of consensus regarding policies and practices will probably resemble that of the complex urban institution more than that of the denominational liberal arts college.

On the basis of the criteria discussed above, a list of institutions was drawn up. The institutions included were either denominational liberal arts colleges, complex urban universities, or public community colleges. All had participated in CUES studies, and many had also taken part in the Williamson-Cowan and Peterson studies. It was from among these institutions that the participants were selected.

In October of 1968, letters inviting participation were sent to twelve institutions. All of the institutions contacted indicated a willingness to participate. In order to secure full cooperation, complete anonymity was guaranteed to each institution. A further reason for not identifying institutions by name was that doing so would violate the conditions under which CUES, Williamson-Cowan, and Peterson data were made available. Throughout the study, therefore, institutions are identified by code. Brief descriptions of participating institutions, based on Cass and Birnbaum (1968) and Gleazer (1967), are found in Appendix II.

Each institution which agreed to participate in the study was asked to designate an individual who would serve as the local representative, responsible for the collection of data at that particular institution.

Once the agreement to participate had been received, the local representative was sent a package of questionnaires and instructions for their distribution, and was asked to select a representative sample of sixty students to receive the questionnaires. Both entering freshmen and transfer students were excluded from the sample. In addition, a questionnaire was sent to the Dean of Students.

When the completed questionnaires were returned, they were scored according to the procedures described earlier. The scores, along with other analyses, are presented in the following section.

RESULTS

Table 1 shows the number of completed questionnaires returned for each institution in the sample. In the case of JC-2, only fourteen questionnaires were returned. This number was judged to be too small to permit subsequent analyses; therefore, data for this institution will not be reported. In all other cases, returns sufficient for complete analysis were received.

Each of the remaining eleven institutions was given a score for Part I and for Part II using the 66+/33- method described earlier. It was determined that an item which was answered in the same way across all institutions, i.e., an item which did not differentiate among institutions, would not be considered in the scoring procedure. On this basis, none of the fifteen items in Part I was eliminated, but ten of the original thirty items in Part II were eliminated (a distribution showing item percentages for all items and institutions is found in Appendix III).

TABLE 1

Distribution of Students' Scores, "Don't Know" Responses, and "Know for Sure" Responses on the IPCU Scales by Institution

Institution	N	Score		Mean% "Don't Know"		Mean % "Know for Sure"
		Part I	Part II	Part I	Part II	
D-1	58	21	6	18.46	29.63	59.8
D-2	47	29	4	3.13	25.96	75.9
D-3	54	25	9	7.86	19.23	62.2
D-4	44	22	9	12.46	12.63	63.3
D-5	49	26	7	11.53	31.86	57.4
U-1	39	27	21	10.86	22.03	59.7
U-2	59	23	25	19.53	15.13	44.4
U-3	43	20	20	16.73	15.36	54.2
U-4	50	18	31	12.66	13.13	56.8
JC-1	62	19	20	20.66	16.43	51.6
JC-2	14	--	--	-----	-----	----
JC-3	56	17	22	19.00	17.73	44.3

Table 1 shows the distributions of scores for Parts I and II. Part I deals with the goals and objectives of the discipline program. In institutions which received a high score on Part I, discipline is perceived as a "helping" function, with students playing an active part in policy formulation and administration. In addition, discipline hearings are thought to be handled fairly, with proper observation of procedural due process. As can be seen in Table 1, the denominational colleges as a group received the highest scores, followed closely by the universities. The junior colleges had the lowest scores, falling one standard deviation below the mean for the entire group.

The score for Part II is a measure of the scope of institutional involvement in matters of student conduct. A high score indicates limited involvement on the part of the institution, while a low score suggests a wider scope of involvement in the affairs of students. Table 1 shows that the universities assume a stance of limited involvement, while the denominational colleges quite clearly take a more pervasive interest in the activities of their students. In this respect, the perceptions of junior college students resemble those of university students. It should be pointed out that while the denominational colleges receive the highest scores on Part I, they are quite low on Part II; while quite low on Part I, the junior colleges are moderately high on Part II.

Quality of Information

Since there has been only limited research on student discipline involving students themselves as subjects, it is most important to determine the extent of their knowledge of the subject. If students are to act as reporters on this aspect of the campus environment, then they must be asked to report only on those aspects of which they have sufficient knowledge. For this reason, a "don't know" response was included with each of the items in Parts I and II. The resulting information could be used to eliminate items on which students lack sufficient knowledge, as well as to indicate those aspects of an institution's communications system which require some modification.

Table 1 shows the mean percentage of "don't know" responses on Parts I and II for each of the eleven institutions. It can be seen that students seem to know more about the goals, objectives, and procedures of discipline than they know about the scope of institutional concern. Table 2 shows a breakdown of these figures by institutional type. The data for Part I conform quite well with the

TABLE 2

Distribution of Students' Scores, "Don't Know" Responses, and "Know for Sure" Responses on the IPCU Scales by Institutional Type

Institutional Type	N	Mean Score		Mean % "Don't Know"		Mean % "Know for Sure"
		Part I	Part II	Part I	Part II	
Denominational	5	24.6	7.0	10.68	23.86	63.72
University	4	22.0	24.2	14.94	16.41	53.75
Junior College	2	18.0	21.0	19.83	17.08	47.95
All Institutions	11	22.45	15.81	13.89	19.22	57.23

prediction made earlier that students in small denominational colleges would know more than students in universities and junior colleges about the purposes and procedures of discipline. Data for Part II show a somewhat opposite picture. Here one finds university and junior college students indicating the "don't know" response less frequently than students in denominational colleges.

When one considers the distribution of items in terms of the mean percentage of "don't know" responses, it is quite clear that students possess greater knowledge of the general philosophy toward student conduct than they do regarding specific applications of that philosophy. In the case of 86 percent of the items on Part I, fewer than 20 percent of all respondents give the "don't know" response. Furthermore, for none of the items does the percentage of "don't know" responses exceed 23. In contrast, for only 50 percent of the items on Part II does one find fewer than 20 percent of the respondents indicating that they do not know. Even for Part II, however, there are only two items where 30 percent or more respond that they do not know.

Perhaps a clearer picture of the factors influencing the data on Part II can be gained from the following figures. Items 1-10 deal with "public" or "on campus" events, and the mean percentage of "don't know" responses is 12.72. Items 11-20 deal with "private" events and the mean percentage of "don't know" responses is 21.06. Finally, items 21-30 deal with "off campus" matters and the mean percentage of "don't know" responses is 26.05. It can be seen, thus, that as one moves away from matters of student conduct on the campus to behavior which is either private or has little relationship to the functions of the institution, the quality of students' knowledge about the actions of their institution is diminished.

Still another way to assess the quality of information which students can provide is found by examining the responses given for items in Part I. For each item, the respondent had the choice of indicating "true" or "false" on the basis of "know for sure" or "not certain, but would imagine". Table 1 shows, for each institution, the percentage of responses for Part I which were of the "know for sure" variety. In only two institutions (U-2 and J-3) was the percentage of "know for sure" responses exceeded by the percentage of "not certain, but would imagine" responses. Students in the denominational colleges were most certain of their responses, whereas junior college students were least certain. There are no instances of overwhelming uncertainty about the stance of an institution on the matters of student conduct covered in Part I.

The Deans of Students

At each of the eleven participating institutions the Dean of Students completed a questionnaire identical to those completed by students. Before turning to a consideration of the discrepancies among the perceptions of students and their deans, it is well to look at the responses of the deans themselves.

The consensus among the deans is considerable, with 90 percent or better agreement on two-thirds of the items. Clearly, there is little disagreement among the deans in terms of philosophies, intent, and procedures to which they subscribe. It should be noted, further, that the responses of a majority of the deans coincided with the keyed direction for each of the fifteen items.

With respect to the items on Part II, the agreement among deans is still quite substantial, although not as overwhelming as that found on the items on Part I. Deans report better than 80 percent agreement on more than half of the items. In only two cases does agreement among the deans fall below 50 percent.

Discrepancies Among Deans and Students

One of the purposes of the IPCU questionnaire is to measure the nature and extent of the discrepancies among students and student personnel officers concerned with matters of student conduct. Table 3 shows the mean percentage of similar responses given by students and the dean at each institution for Parts I and II. It is clear that there is greater agreement on the items in Part I than on those in Part II. For Part I, the highest agreement is found in the denominational colleges, while in Part II, theirs is the lowest. The opposite is true for the junior colleges--lowest agreement on Part I and highest agreement on Part II.

The situation with respect to Part II can be further explained by looking at the items in terms of the "public", "private", and "off campus" designations introduced earlier (IIA, B, C in the table). The mean percentage of agreement for these subsets of Part II items are 63.46, 54.84 and 46.16 respectively. Thus, it is shown once again that as one moves away from the on-campus issues, one finds ever-diminishing agreement among students and deans.

The Identification Variables

In order to determine the stability of IPCU scores and, hence, to get some notion of reliability, comparisons were made on the basis of each of the seven identification variables. Responses

TABLE 3

Average Proportion of Students at Each Institution
Whose IPCU Responses are Identical to Those of their Dean

Institution	Part I	Part II
D-1	51.73	47.03
D-2	76.86	43.66
D-3	70.46	56.30
D-4	66.46	61.83
D-5	76.13	42.06
U-1	61.80	44.86
U-2	64.93	61.10
U-3	57.93	58.13
U-4	61.46	68.06
JC-1	53.66	57.76
JC-3	57.73	62.46
Total Denominational	68.32	50.17
Total University	61.53	58.03
Total Junior College	55.69	60.11
Total All Institutions	63.55	54.84

were re-scored for each institution and for each variable so that one could compare scores for men and women, lower division students and upper division students, residents and commuters, and so forth. In seventy-two comparisons of scores based on different groups of respondents, differences in IPCU scores of two points or less were reported in forty-one cases. Differences of four or fewer points were reported in fifty-four cases. There was a tendency for women to view the campus more permissively than men. There was also a tendency for students likely to be most familiar with the campus, e.g., upper division students, residents, members of a conduct committee, to view the campus more permissively than students who were less familiar with the campus. Although only limited data were available, there is reason to believe that residents and commuters have quite different perceptions of campus discipline.

Individual Scores

The IPCU questionnaire is designed to measure consensus among students regarding certain attributes of the college environment. As such, it is a measure of institutions rather than individuals. Nevertheless, it is important that some data be obtained to show that the results which one obtains using the consensus approach are comparable to those which might be obtained using individual scores.

Accordingly, responses were re-tabulated to provide scores for each individual who participated in the study. For each item in Part I, individuals were assigned scores ranging from one to four. A score of one was given for the keyed response, i.e., the "permissive" or "developmental" response. A score of four was given for the "restrictive" or "punitive" response. Both the "don't know" and blank responses were excluded. An individual's score was simply the mean response which he gave for the items on Part I.

For each item in Part II, individuals were assigned scores ranging from one to three. A score of one was given for the "no sanctions" response; a score of two was given for the "moderate sanctions" response; and a score of three was given for the "severe sanctions" response. Again, the "don't know" and blank responses were not counted. As in the case of Part I, an individual's score was the mean response which he gave for the items in Part II. In addition, separate scores were computed for the subsets of items dealing with "public", "private", and "off campus " activities. Thus, for each individual, five scores were obtained: one each for Parts I and II and one each for three subsets of Part II items. Furthermore, the same five scores were computed for each institution based on the mean responses of subjects at that institution.

Having obtained institutional scores based on consensus and individual scoring procedures, it was possible to make comparisons. Rank order correlations based on two sets of scores were found to

be .88 for Part I and .87 for Part II. For Part I, there were only two instances where rank orders differed by more than two ranks. The same was true for Part II. In addition, institutional scores were computed on the basis of the seven identification variables, e.g., sex, age, years at institution, and so forth. The entire pattern of responses obtained through this procedure was identical with that which was reported earlier on the basis of consensus data. It is thus possible to conclude that one obtains highly similar results regardless of whether one uses individual scores or consensus scores. Since both methods of scoring produced comparable results, there seemed no reason to proceed with duplicate sets of analyses. Therefore, much of the data reported throughout the study are based on the consensus or 66+/33- scoring procedure.

The availability of individual scores made it possible to undertake a number of analyses relative to the internal consistency of the instrument. Because the sample included only eleven institutions, such analyses would not have been possible on the basis of consensus or institutional data. Table 4 shows the median correlations between items and scale scores. Correlations for Part I items are moderately high, with only one falling below .40. With some exceptions, the correlations for Part II items are somewhat higher than those reported for Part I. In most cases, correlations of less than .40 occur with items which were eliminated from the scoring procedure, i.e., for items on which there were no differences across the eleven institutions.

Looking at the correlations among the three subsets of Part II items, one finds some evidence to support the distinct nature of these items. This is particularly notable in the case of IIB and IIC items, where most correlations were in the .50's, .60's, .70's and .80's, and only one was below .40.

For each institution intercorrelations among the IPCU scales were computed. A consistent pattern among all institutions was noted and can be seen in the median intercorrelations presented in Table 5. A rather low correlation between Parts I and II (IID in the table) is noted. Furthermore, low correlations among the subsets of Part II, all below .40, are noted. These data lend support to the justification for treating Parts I and II separately. In addition, they provide further evidence for looking separately at the "public","private", and "off campus" subsets of Part II.

Validity Studies

Validity studies consisted of comparisons of CUES and Williamson-Cowan scores with IPCU data. High scores on the CUES Community scale were related to low scores on IPCU Part II, to greater frequency of consensus on IPCU items, to fewer "don't know" responses,

TABLE 4

Median Correlations Between IPCU Item Scores and IPCU Scale Scores for the Eleven Institutions Based on the Individual Scoring Procedure

Part I		Part II		Part IIA		Part IIB		Part IIC	
Item	r	Item	r	Item	r	Item	r	Item	r
1	.39	1	.26	1	.41	11	.68	21	.68
2	.47	2	.16	2	.42	12	.71	22	.82
3	.49	3	.26	3	.59	13	.52	23	.76
4	.52	4	.24	4	.35	14	.58	24	.85
5	.51	5	.14	5	.48	15	.58	25	.84
6	.59	6	.17	6	.47	16	.59	26	.30
7	.46	7	.16	7	.52	17	.56	27	.83
8	.43	8	.16	8	.44	18	.56	28	.86
9	.56	9	.37	9	.54	19	.53	29	.68
10	.53	10	.12	10	.34	20	.57	30	.79
11	.51	11	.53						
12	.53	12	.53						
13	.41	13	.42						
14	.49	14	.51						
15	.42	15	.54						
		16	.55						
		17	.40						
		18	.44						
		19	.39						
		20	.50						
		21	.61						
		22	.64						
		23	.64						
		24	.64						
		25	.64						
		26	.30						
		27	.63						
		28	.67						
		29	.54						
		30	.62						

TABLE 5

Median Intercorrelations Among IPCU Scale Scores Obtained by the Individual Scoring Procedure for the Eleven Institutions

	Part I	Part IIA[a]	Part IIB[b]	Part IIC[c]	Part IID[d]
Part I					
Part IIA	.06				
Part IIB	.11	.23			
Part IIC	.09	.13	.37		
Part IID	.09	.41	.75	.79	

[a] Part II, Items 1-10

[b] Part II, Items 11-20

[c] Part II, Items 21-30

[d] Part II, Items 1-30

and to a higher percentage of agreement with the dean. Exceptions to predicted relationships were noted in the case of "don't know" responses and percentage of agreement with the dean reported for Part II. High scores on the CUES Propriety scale were related to low scores on IPCU Part II, to more frequent consensus favoring severe disciplinary sanctions, and to a higher percentage of agreement with the dean. The relationships between the CUES Campus Morale scale, a special subset of CUES items (Robinson and Seligman, 1968), and IPCU data were highly similar to those reported between Community and IPCU.

Scores on the Williamson-Cowan Controversial Speaker scale, a general measure of institutional permissiveness, were positively correlated with IPCU scores. The Modes of Expression scale, measuring acceptable styles of campus protest, was related to IPCU scores and to the frequency with which the invoking of severe sanctions was perceived. It was found that perceived permissiveness regarding student academic freedom was related to perceived permissiveness concerning both the nature and scope of campus disciplinary procedures.

The Peterson data reported for institutions participating in the IPCU study are clearly different from those reported for the CUES and Williamson-Cowan studies. The pattern of responses on CUES and Williamson-Cowan obtained by institutions in the IPCU sample were generally in line with the patterns reported for the criterion groups described in the major studies, i.e., Pace (1967, 1969a) and Williamson-Cowan (1966). In contrast, the Peterson data presented for the six participating IPCU institutions demonstrate no clear-cut pattern which could meaningfully be compared with the data reported for the nationwide study (Peterson, 1968). In the case of the IPCU institutions, both the most frequent and prolonged, as well as the least frequent, organized protest occurred in the denominational colleges. Peterson, however, reported that frequent and intense protest typically occurred in large universities, and only rarely in small, denominational colleges. Since the IPCU institutions are quite unlike the Peterson criterion group, it is inappropriate to use these data for the validation of the IPCU instrument.

By presenting comparative data from the CUES and Williamson-Cowan studies, it was possible to make some tentative suggestions regarding the validity of IPCU. The limited size of the IPCU sample made traditional validity analyses impossible. Trends in the relationships among CUES, Williamson-Cowan, and IPCU scores were, however, identified (see Appendix IV). A reasonable and prudent conclusion at this point would suggest that as a measure of one

aspect of the college environment the IPCU data are not out of line with other, more widely tested measures. More definitive comments on the validity of IPCU must, however, await analyses of data from a larger sample of institutions.

Students' Supplementary Questionnaire

A supplementary IPCU Questionnaire for students was completed by additional subjects from four institutions similar to those included in the major investigation. Insufficient returns prevented analyses on an institutional basis. Other analyses, however, were possible. Each student responded to the IPCU items in terms of perceptions of both actual and ideal conditions and, in addition, responded to a six-item activism scale. A measure of activism was obtained by asking each respondent to indicate if he thought of himself as actively involved in, or actively supportive of, efforts to bring about changes in policies and procedures with respect to the following:

1. Dorm regulations, e.g., women's hours.
2. Student participation in campus policy-making.
3. Problems of minority students.
4. The war in Vietnam.
5. The draft.
6. On-campus recruiting by military or defense-related organizations.

The activism "score" was simply the number of items checked. It should be noted that the six activism items were selected from Peterson's report (1968) of the most frequent causes of organized student protest. For the purpose of this analysis, an activist was defined as one who checked three or more items on the activism index.

As indicated in Table 6, significant differences were noted in the ideal perception of activists and non-activists with respect to Part II items. Activists perceived the most limited institutional involvement in the affairs of students, while non-activists perceived concern in a wide variety of student actions, both on and off the campus. No significant differences were noted when comparing activists and non-activists in terms of their perceptions of actual conditions.

TABLE 6

Comparison of the IPCU Scores of Activist and Non-Activist Students Based on Their Perceptions of Ideal Campus Conditions

IPCU	Non-Activists (N=31)	Activists (N=24)	df	t
Part I	1.141	1.072	53	1.755
Part IIA[a]	1.924	1.720	53	2.452*
Part IIB[b]	1.695	1.385	53	2.153*
Part IIC[c]	1.539	1.449	53	0.544
Part IID[d]	1.738	1.519	53	2.056*

* $P < .05$

[a] Part II, Items 1-10

[b] Part II, Items 11-20

[c] Part II, Items 21-30

[d] Part II, Items 1-30

DISCUSSION

The previous section reported various psychometric properties of the IPCU instrument. Scores, scales, discrepant perceptions and the like were discussed. When all is said and done, however, scores are of limited worth in and of themselves; their major contribution is to provide a convenient means of comparing one institution with another. Of equal significance, both for individual institutions and for the study itself, is a consideration of the manner in which the items were answered at each institution. The following section, therefore, will center on a detailed examination of the responses given for the items on the questionnaire. Moreover, an attempt will be made to synthesize information previously presented, e.g., "don't know" responses, responses of the dean, and discrepancies between students and the dean.

Part I

The first five items of Part I were designed to measure perceptions concerning the goals and objectives of an institution's conduct procedures. On the basis of the data reported in Table 7, one can observe moderately high consensus in the keyed direction on four of the five items. There were only three instances of consensus in the non-keyed direction, while an absence of consensus was noted in slightly more than one-third of the institutional scores. As can be seen in Table 8, the "don't know" responses were quite low, with none in excess of eleven percent, and agreement with the dean was moderately high in all cases except for item 1. One can thus conclude that the goals and objectives of the discipline program are perceived in a positive, constructive manner by a majority of the students in the eleven institutions.

Items 6 and 7 deal with the question of who formulates rules. It is quite clear from the data in Table 7 that a considerable number of students in the denominational colleges feel that they have an important role to play in this area. Furthermore, it is apparent that the junior college deans do not believe that their students influence the formulation of policies. Most university and junior college students did not report consensus on these items.

Items 8, 9, and 10 deal with the composition of judicial bodies for both major and minor discipline problems. Table 7 shows quite vividly that junior college students do not participate in the judicial process, and that administrators acknowledge rule by decree in cases of student misconduct. Most students in the denominational colleges feel that they are represented in judicial proceedings, although they do not strongly deny the use of administrative

TABLE 7

For Each Item in IPCU Part I, Number of Institutions by Type in Which Students Reported Either Consensus of at Least 2:1 or No Consensus

Item	Consensus						No Consensus		
	Keyed Direction			Opposite Direction					
	D	U	JC	D	U	JC	D	U	JC
1	0	0	0	1	1	1	4	3	1
2	3	1	0	0	0	0	2	3	2
3	5	2	2	0	0	0	0	2	0
4	4	4	1	0	0	0	1	0	1
5	5	3	2	0	0	0	0	1	0
6	3	1	0	0	0	0	2	3	2
7	3	1	0	0	1	0	2	2	2
8	4	2	0	1	0	1	0	2	1
9	4	2	0	0	0	1	1	2	1
10	1	0	0	0	1	0	4	3	2
11	5	3	0	0	0	0	0	1	2
12	4	2	0	0	0	0	1	2	2
13	3	3	1	0	0	0	2	1	0
14	3	4	2	0	0	0	2	0	0
15	3	3	1	0	0	0	2	1	1

TABLE 8

Mean Percentage of "Don't Know Responses and Responses Identical to Those of the Dean Reported by Students in the Eleven Institutions for the Items in IPCU Part I

Item	Mean % "Don't Know Responses	Mean % Responses Identical to Deans
1	5.00	40.81
2	11.45	65.00
3	7.81	72.72
4	10.54	68.45
5	4.90	84.27
6	15.72	58.09
7	9.90	53.27
8	17.54	67.90
9	19.90	51.09
10	22.72	45.18
11	10.18	79.54
12	18.72	64.27
13	22.27	66.18
14	16.45	65.90
15	16.27	70.72

edict in the adjudication of major cases. There is no clear-cut picture with respect to university students' perceptions of their role in the judicial process. Their responses are divided among the consensus and no consensus categories.

Items 11 through 15 deal with issues of procedural due process for students involved in disciplinary action. The data show that students in nearly all denominational colleges and most universities acknowledge considerations for matters of due process on the part of their institutions. There is only limited evidence that junior college students find their institutions operating with appropriate consideration for procedural due process. On the whole, there is relatively high agreement with the deans, except in the case of D-1 where the dean indicates that her institution does not follow the major tenets of procedural due process.

Part II

The first ten items of Part II deal with examples of misconduct that might be termed "public". That is, they all occur on the campus and bear some relationship to the functioning of the institution. Items 5-10 were not included in the computation of scores reported in an earlier section of this report. As Table 9 indicates, all institutions reported consensus agreement that the activities to which items 5-10 refer would result in some disciplinary action. Including data from these items in an institution's score, therefore, would be a meaningless endeavor. On the remaining four items, the differences among institutions were negligible. Table 10 indicates that "don't know" responses were reported by only 12.72 percent of the respondents, while agreement with the dean was reported by 63.46 percent of the respondents.

Items 11-20 deal with examples of behavior which have been termed "private". That is, they concern aspects of a student's life which frequently occur off the campus and which bear no apparent relationship to the educational goals of the college. Complete agreement was shown on items 11, 12, and 13, dealing with the use of drugs and alcohol. A majority of students in all eleven institutions indicated that sanctions would be applied. For this reason, data pertaining to these items were not included in institutional scores reported previously.

The remaining seven items in this section, however, show most clearly the differences noted by students in the denominational institutions as compared with the universities and junior colleges. Consensus agreement that sanctions would result from the behavior in question was reported for the denominational colleges in twenty-

TABLE 9

For Each Item in IPCU Part II, Number of Institutions by Type in Which Students Reported Either Consensus of at Least 2:1 or No Consensus

Item	Consensus						No Consensus		
	No Sanctions			Sanctions					
	D	U	JC	D	U	JC	D	U	JC
1	0	2	0	0	0	0	5	2	2
2	0	0	0	4	3	2	1	1	0
3	0	0	0	3	3	2	2	1	0
4	3	4	0	0	0	0	2	0	2
5[a]	0	0	0	5	4	2	0	0	0
6[a]	0	0	0	5	4	2	0	0	0
7[a]	0	0	0	5	4	2	0	0	0
8[a]	0	0	0	5	4	2	0	0	0
9[a]	0	0	0	5	4	2	0	0	0
10[a]	0	0	0	5	4	2	0	0	0
11[a]	0	0	0	5	4	2	0	0	0
12[a]	0	0	0	5	4	2	0	0	0
13[a]	0	0	0	5	4	2	0	0	0
14	0	4	2	4	0	0	1	0	0
15	0	4	2	0	0	0	5	0	0
16	0	0	0	5	1	0	0	3	2

TABLE 9 (cont'd)

For Each Item in IPCU Part II, Number of Institutions by Type in Which Students Reported Either Consensus of at Least 2:1 or No Consensus

Item	Consensus						No Consensus		
	No Sanctions			Sanctions					
	D	U	JC	D	U	JC	D	U	JC
17	0	3	2	4	0	0	1	1	0
18	0	4	2	4	0	0	1	0	0
19	0	1	1	4	0	0	1	3	1
20	0	0	0	4	1	0	1	3	2
21	0	1	0	4	0	0	1	3	2
22	0	1	0	3	0	0	2	3	2
23	0	1	0	3	0	0	2	3	2
24	0	1	0	4	0	0	1	3	2
25	0	3	0	3	0	0	2	1	2
26[a]	3	4	2	0	0	0	0	0	0
27	0	0	0	5	2	1	0	2	1
28	0	1	0	4	1	0	1	2	2
29	0	0	0	5	1	0	0	3	2
30	0	0	0	5	1	0	0	3	2

[a] Items not included in 66+/33- scoring procedure.

TABLE 10

Mean Percentage of "Don't Know" Responses and Responses Identical to Those of the Dean Reported by Students in the Eleven Institutions for the Items in IPCU Part II

Item	Mean % "Don't Know" Responses	Mean % Responses Identical to Dean's
1	20.72	49.54
2	14.09	53.63
3	14.54	53.09
4	8.00	71.27
5	15.72	62.45
6	8.00	81.36
7	15.90	70.72
8	7.36	83.45
9	16.36	61.18
10	6.54	48.45
11	28.27	52.63
12	26.27	53.63
13	10.18	73.63
14	26.45	51.81
15	21.63	64.45
16	41.45	30.00
17	13.45	64.27

TABLE 10 (cont'd)

Mean Percentage of "Don't Know" Responses and Responses Identical to Those of the Dean Reported by Students in the Eleven Institutions for the Items in IPCU Part II

Item	Mean % "Don't Know" Responses	Mean % Responses Identical to Dean's
18	19.63	54.45
19	8.90	56.90
20	14.45	46.63
21	26.00	43.27
22	32.09	38.00
23	20.72	40.45
24	27.27	41.45
25	20.72	50.00
26	10.63	76.18
27	26.36	44.27
28	32.63	44.72
29	26.18	47.45
30	37.09	35.81

five instances. In contrast, the same was reported only once for a university and in no instance for a junior college. Consensus agreement that no sanctions would result from the behavior in question was reported for the universities in sixteen instances, for the junior colleges in nine instances, and for the denominational institution in no instances. It is quite clear, then, that the denominational colleges are significantly more involved in the private affairs of their students than are either the universities or junior colleges.

In contrast to the first ten items of Part II, respondents demonstrate less knowledge with respect to the items dealing with students' "private" behavior. Table 10 shows that students indicated "don't know" responses on an average of 21.06 percent for items 11-20 and only 12.72 percent for items 1-10. In addition, agreement with the dean declined somewhat, with 54.84 percent reported for items 11-20 and 63.46 percent reported for items 1-10.

The final ten items deal with "off campus" behavior. Items were worded so as to leave no doubt that the behavior in question took place off the campus and that it had only the most tenuous relationship to the functions of collegiate institutions. Because there was complete agreement among all eleven institutions, item 26 was not included in the scoring. Regardless of the type of institution, students feel free to demonstrate for social reform in the community without fear of becoming involved in disciplinary action by their college.

Items 21-30 show, most clearly, the differences between the denominational institutions, on the one hand, and the universities and junior colleges, on the other. Denominational colleges reported consensus favoring sanctions in thirty-six instances. The same was true of universities in five instances and junior colleges in only one. Consensus favoring no sanctions was reported by universities in eight instances and in no instances by either junior colleges or denominational colleges. To a great extent, then, the denominational colleges maintain the right to become involved in off-campus, non-educational activities of their students. This is rarely true of universities and junior colleges.

Knowledge about institutional stances on "off campus" matters was less than that demonstrated for either "public" or "private" matters. Some 26.05 percent of the responses given for items 21-30 were of the "don't know" variety. The same was true for 21.06 percent of the responses for items 11-20 and for only 12.72 percent of the responses for items 1-10. In like manner, agreement with the dean was less for items 21-30 than for the other items in Part II: 46.16 percent for items 21-30, 54.84 percent for items 11-20, and 63.46 for items 1-10.

CONCLUSIONS

An analysis of the data presented thus far provides support to the following conclusions:

1. It is possible to develop a method for quantifying disciplinary policies and practices in colleges and universities.

2. The IPCU instrument distinguishes among three institutional types which are known to be different on a variety of other measures. Furthermore, the scores obtained for institutions within a given type resemble each other more than they resemble scores for institutions in other types.

3. Based on a detailed examination of "don't know" responses, it is reasonable to conclude that IPCU items can be answered by a representative sample of students. One need not be an expert in student personnel administration in order to respond to the items.

4. The IPCU instrument enables one to identify the discrepancies among the perceptions of students and Deans of Students. The fewest discrepancies occurred with respect to items dealing with on-campus situations, while the most frequently noted discrepancies occurred with respect to situations off the campus.

5. The IPCU instrument is shown to be a fairly stable measure of perceptions of campus discipline. This was clearly the case in comparisons with the identification variables as well as in comparisons of activists and non-activists. It must be acknowledged, however, that residents and commuters tend to have differing perceptions of the campus environment. The present investigation simply lacks sufficient data to make more substantive analyses of this relationship.

6. Comparisons of CUES and Williamson-Cowan scores with IPCU data give considerable support to the validity of IPCU.

7. Data presented in this study indicate that the consensus approach to scoring provides results which are virtually identical to the results obtained from individual scoring procedures.

8. Evidence is presented throughout the study on the differences between Parts I and II of the IPCU instrument. One might view Part I as an indication of a general attitude toward student discipline--a measure of "theory" as opposed to "practice." Relatively few differences were noted among institutions on these items. It may be concluded, therefore, that with the possible exception of junior colleges, universities and denominational colleges are perceived as exhibiting a positive educative stance on matters of student conduct. They are further perceived as including students in the formulation and execution of policy and evidence respect for due process in the administration of conduct hearing procedures.

Part II might be viewed as a measure of the actual practice of student discipline. The items are more specific than those in Part I, and the range of scores is greater than that obtained for Part I. Universities and junior colleges are perceived as exhibiting a stance of limited involvement in the affairs of students, while the stance of denominational colleges is one of pervasive institutional concern for the activities of students both on and off the campus. Clearly, one needs to look at both theory and practice, i.e., both Part I and Part II, in conducting a thorough examination of the disciplinary stance of an institution.

9. A fair amount of uncertainty was expressed in connection with the "private" and "off campus" items in IPCU Part II. These items had the highest percentage of "don't know" reponses, the lowest percentage of agreement with the dean, and deans were least able to predict student responses to these items. These data, no doubt, are a manifestation of the changing attitude toward the archaic concept of in loco parentis. There seems to be considerable doubt in the minds of both students and administration concerning the extent to which a collegiate institution should become involved in the personal activities of students. It is to be hoped that the future will bring continued decline in institutional intervention in the personal, non-educational affairs of students.

10. The IPCU instrument shows that denominational colleges, universities, and junior colleges are different in terms of disciplinary policies and practices. The following discussion briefly describes each of these institutional types in terms of the phenomena measured by IPCU.

Denominational Colleges. Denominational colleges receive the highest scores on IPCU Part I. Disciplinary procedures are perceived to be related to institutional goals. Administrators are

seen as being genuinely interested in students' welfare and as encouraging student participation in policy formulation and judicial proceedings. Students believe that practices of procedural due process are honored. Scores on Part II, however, are the lowest for the three institutional groups studied, particularly with respect to the private and off-campus matters. Cases of unmarried students becoming pregnant, of homosexual activities, and of coeds spending the night with their boy friends are perceived to result in disciplinary action at denominational colleges. Involvement with local officials in matters of civil disobedience, theft, drunk driving, use of illegal drugs and the like are perceived to result, also, in disciplinary sanctions by denominational colleges. Furthermore, students in denominational colleges reported consensus favoring severe disciplinary sanctions more frequently than students in junior colleges and universities.

Students in denominational colleges demonstrated the greatest awareness of their institutions by most frequently reporting consensus as to what is or is not characteristic of their institutions. Their use of the "don't know" response was the lowest for Part I but the highest for Part II. In like manner, agreement with the dean was highest for Part I and lowest for Part II.

Universities. The scores obtained by the universities on Part I are only slightly lower than those obtained by denominational colleges. University students acknowledge the interest of administrators in their welfare. They do not report consensus on participation in policy formulation or judicial processes, but acknowledge the respect on the part of their institutions of procedural due process. Universities received the highest scores on IPCU Part II. In general, sanctions were not perceived in matters of sex and alcohol and only rarely in off campus matters. Consensus favoring harsh sanctions was reported only half as frequently as was the case in denominational colleges.

University students demonstrated less awareness of their institutions than students in denominational colleges in terms of the frequency with which they reported consensus on IPCU items. University students reported the lowest percentage of "don't know" responses on Part II items and, at the same time, a high percentage of agreement with the dean on the same items. It would seem, therefore, that universities exhibit a rather permissive disciplinary stance, particularly with respect to their involvement in the private activities of their students.

Junior Colleges. It must be stressed that data were available for only two junior colleges. The following comments, therefore, are in no way intended to apply to a broad segment of public community colleges. Scores on IPCU Part I obtained by junior colleges

were one standard deviation below the mean for all eleven institutions. Students in junior colleges perceived themselves as playing a role neither in the formulation of policy nor in the judicial process. Students reported administrative edict as the manner for resolving student conduct cases, and acknowledged only limited adherence to procedural due process. In the case of Part II, however, the scores obtained by junior colleges were quite similar to those reported for universities, reflecting a limited concern by the institution in the personal affairs of students.

Junior college students indicate only limited awareness of their campus by reporting the lowest incidence of consensus on IPCU items. Students in junior colleges reported the most frequent use of "don't know" responses and the lowest agreement with the dean on Part I items. Their use of the "don't know" response on Part II was nearly identical with that reported for universities, while the percentage of agreement with the dean was the highest reported for Part II items. While the junior colleges may be ahead of the denominational colleges with respect to the scope of institutional involvement in students' behavior, they would seem to have a long way to go before they may be said to demonstrate an enlightened stance on matters of student discipline.

Implications for Further Research

1. In its present state of development, IPCU makes possible a contribution to the evaluation of educational systems proposed by the Center for the Study of Evaluation. IPCU provides useful information on a potentially significant contextual variable. It will now be possible to study the relationship between perceived disciplinary practices and a variety of institutional outcomes. Previously such studies were not possible.

2. It is now possible to study the relationship between an institution's stance on discipline and other aspects of the environment which may, or may not, be functionally related to discipline. It will ultimately be possible to determine whether disciplinary procedures constitute a meaningful dimension along which diverse institutions may be characterized.

3. The IPCU instrument provides an important tool for student personnel administrators. IPCU will provide a means whereby personnel administrators can determine the extent to which disciplinary philosophy and intent are related to students' perceptions. By comparing ideal and actual perceptions, it will be possible to obtain data which might suggest possible revisions in terms of the disciplinary practices themselves and in terms of the way in which such practices are communicated to students.

4. The data presented in this study suggest the residents and commuters on the same campus may have vastly different perceptions of disciplinary policies and procedures. Further inquiry at institutions serving both residents and commuters would no doubt clarify this issue.

5. The present study provides the basis for the construction of a short form of IPCU which might be included in large-scale nationwide studies of higher education. Such an instrument could now be constructed with ease on the basis of both psychometric and content criteria.

6. The present study has dealt with only three institutional types selected from the vast array of American higher education. Further research should explore the perceived disciplinary stance in a variety of institutional types which heretofore have not been studied, e.g., highly selective liberal arts colleges, general nonsectarian liberal arts colleges, state colleges, teachers colleges, and technological institutions.

Finally, it is necessary to place the entire question of student discipline within some reasonable perspective in terms of the aims and goals of American higher education. The following statement by Hawkes (1956, p.266) goes a long way toward this end:

> The only real education is self-education. So, too, the only successful discipline is self-discipline. A college is an educational institution; educational not only in the domain of the mind, but also in the realm of the spirit. The stimulus and challenge may come from without, but the change is within. For after all, neither parents, nor teachers, nor his own friends can educate a person. The conditions can only be made as favorable as possible for the individual to grow in mind, body and spirit to the full stature of which he is capable.

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APPENDIX I

INSTITUTIONAL PROCEDURES IN COLLEGES AND UNIVERSITIES

Considerable research over the past years has indicated that colleges and universities differ from one another in many ways. Currently, we are interested in determining the extent to which colleges and universities differ with respect to certain institutional policies and procedures. We are therefore asking that you help us by reporting on various facets of institutional procedure at your school. As an important member of the campus community, you are in an excellent position to provide valuable information on the nature of your institution.

This short questionnaire is divided into two parts, each calling for your reaction to the statements about your college. Specific directions are given for each part.

Part I

The following items describe various aspects of college life relating to institutional procedures. Consider each statement in terms of what you know about your institution. Read each statement and circle the appropriate response as follows:

1 - I'm fairly certain that this statement is true.

2 - I don't know for sure, but I would imagine that this statement is true.

3 - I simply don't know.

4 - I don't know for sure, but I would imagine that this statement is false.

5 - I am fairly certain that this statement is false.

1. The function of those campus officials concerned with discipline is to see that students who break the rules are apprehended and punished. 1 2 3 4 5

2. Students who get into serious trouble with campus officials are usually suspended or expelled, as opposed to being given a second chance. 1 2 3 4 5

1 - I'm fairly certain that this statement is <u>true</u>.

2 - I don't know for sure, but I would imagine that this statement is <u>true</u>.

3 - I simply don't know.

4 - I don't know for sure, but I would imagine that this statement is <u>false</u>.

5 - I am fairly certain that this statement is <u>false</u>.

3.	The purpose of student discipline procedures here are clearly related to the institution's educational goals, i.e., development of mature and responsible behavior.	1 2 3 4 5
4.	Administrators here believe that the only way to control improper student behavior is through the use of punishment.	1 2 3 4 5
5.	Administrators here are genuinely interested in students' welfare, not just in the enforcement of rules and regulations.	1 2 3 4 5
6.	Disciplinary policies are developed and reviewed by administration and faculty, generally without consultation with students.	1 2 3 4 5
7.	Students on this campus have a major responsibility in formulating the rules and regulations under which they are governed.	1 2 3 4 5
8.	Certain relatively minor kinds of discipline problems are handled solely by student judicial bodies.	1 2 3 4 5
9.	Students, as well as faculty and administration, are represented on the judicial bodies which rule on major discipline cases.	1 2 3 4 5
10.	Serious disciplinary matters are settled by administrative edict, without the participation of faculty or other students.	1 2 3 4 5
11.	If a student is involved in a discipline problem her,e, he can expect his case to be judged on its own merits--his personal circumstances will be taken into account.	1 2 3 4 5
12.	If a student iis found guilty of a particular offense, the judicial body has no leeway in deciding what to do--the student must receive a predetermined penalty.	1 2 3 4 5
13.	A student who is accused of violating campus rules and regulations has the right to present witnesses on his behalf.	1 2 3 4 5
14.	A student accused of violating campus rules and regulations has the right to know his accusors as well as the evidence against him.	1 2 3 4 5
15.	Once a student's case has been heard, he has no right to appeal to a higher authority, e.g., the president of the institution or the governing board.	1 2 3 4 5

Part II

The following items describe various situations which might result in disciplinary action by a college or university. Consider each statement in terms of what you know about <u>your</u> institution. Read each statement and <u>circle</u> the appropriate response as follows:

1 - No disciplinary sanctions would be applied.

2 - Moderate disciplinary sanctions would be applied--warning, reprimand, probation.

3 - Severe disciplinary sanctions would be applied--suspension or dismissal.

4 - I simply don't know what my institution would do in such a case.

1.	Students participate in on-campus demonstrations protesting policies or activities of the government.	1 2 3 4
2.	A student loans his athletic ticket to a friend who is not a student.	1 2 3 4
3.	A student loans his library card to a friend who is not a student.	1 2 3 4
4.	Students found "necking" on campus.	1 2 3 4
5.	Students found fighting on campus.	1 2 3 4
6.	A student turns in a paper which has been plagiarized from a friend.	1 2 3 4
7.	A student is caught trying to break into a professor's office.	1 2 3 4
8.	A student is caught cheating on an examination.	1 2 3 4
9.	A student steals a book from another student.	1 2 3 4
10.	A student fails to pay his library fines.	1 2 3 4
11.	A student is known to be using LSD.	1 2 3 4
12.	A student is known to be using marijuana.	1 2 3 4
13.	A student under 21 years of age is found in possession of alcoholic beverages.	1 2 3 4
14.	An unmarried female student becomes pregnant.	1 2 3 4
15.	A student is known to have been involved in premarital sexual relations.	1 2 3 4

1. No sanctions
2. Moderate sanctions
3. Severe sanctions
4. I don't know.

16.	A student is known to engage in homosexual practices.	1 2 3 4
17.	A coed is known to have spent the night at her boy friend's apartment.	1 2 3 4
18.	A male student is known to have spent the night with a female in his apartment.	1 2 3 4
19.	A student is known to have been drunk in his (her) room.	1 2 3 4
20.	A student over 21 purchases alcoholic beverages for a student under 21.	1 2 3 4
21.	Students are known to have engaged in civil disobedience off campus, i.e., they knowingly violated laws though to be immoral and/or unconstitutional.	1 2 3 4
22.	A student is convicted in the local courts for writing bad checks.	1 2 3 4
23.	A student is involved in disorderly conduct off campus.	1 2 3 4
24.	A student is convicted in the local courts for a minor theft.	1 2 3 4
25.	A student is convicted in the local courts for drunk driving.	1 2 3 4
26.	A student is involved in a demonstration for social reform in the community.	1 2 3 4
27.	A student is convicted in the courts for possession and/or use of illegal drugs.	1 2 3 4
28.	A student is convicted in the local courts for gambling.	1 2 3 4
29.	A student is charged by local merchants with nonpayment of bills.	1 2 3 4
30.	A student is convicted in the courts on a "morals" charge.	1 2 3 4

SUPPLEMENTARY INFORMATION

For each of the following items, please check the appropriate response. Please be sure to respond to each item.

1. Sex: _____Male _____Female

2. Age _____Under 21 _____21 or older

3. Number of years at this institution:

_____1 _____2 _____3 _____4 _____more than 4

4. Do you live in a residence hall, fraternity/sorority, or other college-affiliated housing?

_____Yes _____No

5. Have you ever been on a committee with other students, and/or faculty-administrators, that discussed or dealt with matters of student conduct?

_____Yes _____No

6. Do you know students who have served on committees with other students, and/or faculty-administrators, that discussed or dealt with matters of student conduct?

_____Yes _____No

7. Do you personally know anyone who has been involved in disciplinary action at this institution?

_____yes _____No

APPENDIX II

PARTICIPATING INSTITUTIONS

Denominational Liberal Arts Colleges

D-1. Sponsored by the Sisters of St. Joseph of Carondelet, D-1 is a Catholic liberal arts college for women. Located in a suburb of a large city in the Midwest, the college has an enrollment of 784. Approximately 22 percent of the students live on campus.

D-2. A Catholic liberal arts college for women, D-2 is located in a Western city. The college enrolls 922 students, approximately 80 percent of whom live on the campus.

D-3. Affiliated with the Lutheran Church of America, D-3 is a coeducational liberal arts institution. The college has an enrollment of 1,816 and is located in a small town in the Midwest. Some 89 percent of the men and 95 percent of the women reside on campus.

D-4. D-4 is a coeducational liberal arts college affiliated with the Disciples of Christ. Located in a Southern town, the college enrolls 1,388 students. The campus is largely residential, with 70 percent of the men and 80 percent of the women living in dormitories.

D-5. A Catholic college for women, D-5 is located in a large city in the Midwest. The college has an enrollment of 1,230, 60 percent of whom live in dormitories.

It should be noted that D-1 and D-5 are slightly different from the other institutions in this category. While small in size and denominational in orientation, they are located in large metropolitan areas and are largely non-residential.

Large Urban Universities

U-1. Formerly affiliated with the Methodist Church, U-1 now operates as an independent non-sectarian institution in a large Eastern city. The university enrolls 22,629 students. Dormitories house 37 percent of the men and 58 percent of the women.

U-2. With an enrollment of 26,878, U-2 is a state university located in a large city in the West. One-sixth of the students live in dormitories, while approximately 10 percent live in fraternities and sororities.

U-3. A public university, U-3 is located in a large city in the Midwest. The institution enrolls 25,587 students. Residence halls, fraternities, and sororities provide housing for 55 percent of the students.

U-4. A state-supported institution, U-4 is located in a suburb of a large Western city. U-4 enrolls 13,905 students; only 2 percent of the students are housed on the campus.

Public Community Colleges

JC-1. Located in a small town in the West, JC-1 is a public coeducational junior college. JC-1 enrolls 6,140 students and offers both transfer and occupational curricula. No students are housed on the campus.

JC-2. JC-2 is a coeducational junior college located in a medium-size town in the West. The college enrolls 19,944 students and offers both liberal arts and occupational curricula. JC-2 has no facilities for housing students.

JC-3. A public, coeducational junior college located in a moderately-sized Western community, JC-3 offers transfer and occupational curricula. The college enrolls 10,775 students, all of whom are commuters.

APPENDIX III

Percentage of Students by Institution Responding in the Keyed Direction to the Items in IPCU Part I

Item	D-1	D-2	D-3	D-4	D-5	U-1	U-2	U-3	U-4	JC-1	JC-2
1	55	49	45	21	55	54	36	19	44	40	31
2	69	94	77	57	63	64	69	65	66	45	46
3	89	82	76	77	91	75	66	69	62	84	94
4	88	90	67	66	94	67	73	68	76	82	64
5	93	88	85	89	98	77	83	67	64	95	88
6	59	89	78	50	73	85	63	63	48	60	47
7	88	87	56	62	96	70	53	49	32	64	54
8	20	98	91	86	70	90	63	77	58	44	26
9	43	77	85	77	71	67	70	60	66	57	27
10	54	70	57	50	51	44	44	30	48	30	29
11	82	91	76	77	94	90	69	81	54	77	84
12	63	80	83	68	72	74	66	63	84	62	50
13	49	74	64	88	70	82	75	60	80	63	68
14	71	77	38	70	66	79	73	72	74	77	80
15	60	89	79	59	78	75	71	72	66	61	68

Percentage of Students by Institution Giving the "No Sanctions" Response to the Items in IPCU Part II

Item	D-1	D-2	D-3	D-4	D-5	U-1	U-2	U-3	U-4	JC-1	JC-2
1	41	47	54	45	53	90	69	53	50	32	25
2	41	19	22	27	24	31	15	16	46	31	16
3	47	32	31	30	43	23	14	16	50	23	23
4	55	77	94	77	59	92	91	81	86	56	46
5	15	19	17	7	4	18	17	12	14	6	4
6	5	4	2	0	8	0	2	5	6	3	0
7	0	0	0	0	2	0	0	2	2	0	0
8	2	2	0	0	6	0	2	0	2	0	0
9	19	23	9	7	24	13	14	21	6	15	9
10	15	15	17	9	14	8	5	12	14	8	11
11	7	0	2	2	6	15	25	14	30	31	20
12	9	0	0	2	8	18	24	19	32	27	21
13	7	0	0	7	0	13	22	9	24	11	9
14	31	23	22	36	20	69	86	72	82	68	71
15	48	42	44	59	57	72	90	84	84	79	84
16	9	11	9	32	16	36	49	33	66	42	45
17	36	28	28	5	33	77	92	53	90	73	77
18	28	21	33	48	27	85	90	70	90	74	77
19	14	2	19	45	8	49	64	44	72	58	70
20	26	23	2	43	6	46	58	28	58	34	43

Item	D-1	D-2	D-3	D-4	D-5	U-1	U-2	U-3	U-4	JC-1	JC-2
21	26	8	31	11	45	67	51	39	64	44	39
22	19	11	41	11	37	41	42	44	68	40	45
23	27	6	43	16	35	51	61	65	70	50	61
24	21	11	44	11	29	49	51	51	76	44	55
25	33	8	59	39	33	62	68	72	86	55	66
26	79	81	72	77	92	92	88	93	86	77	75
27	14	4	7	7	6	21	46	28	60	32	39
28	28	11	44	18	24	31	61	49	76	58	59
29	36	13	44	18	37	61	68	51	66	63	73
30	14	6	15	16	10	28	51	40	66	47	43

APPENDIX IV

TABLE A

Distribution of CUES Scores and IPCU Scores by Institutions and Institutional Types

Institution	CUES			IPCU	
	Community	Propriety	Campus Morale	Part I	Part II
D-1	30	32	30	21	6
D-2	36	25	35	29	4
D-3	35	17	36	25	9
D-4	27	15	20	22	9
D-5	32	29	36	26	7
U-1	12	21	12	27	21
U-2	10	10	18	23	25
U-3	14	21	21	20	20
U-4	14	17	17	18	31
JC-1	20	19	19	19	20
JC-3	18	20	20	17	22
Denominational [a]	32.0	23.6	31.4	24.6	7.0
University	12.5	17.3	17.0	22.0	24.25
Junior College	19.0	19.5	19.5	18.0	21.0

[a] Scores reported for institutional type are the mean scores of all institutions within that type.

TABLE B

Distribution of Williamson-Cowan Scores and IPCU Scores
by Institution and Institutional Type

Institution	Williamson-Cowan		IPCU	
	Controversial Speakers	Modes of Expression	Part I	Part II
D-1	35	34	21	6
D-2	43	41	29	4
D-3	52	51	25	29
D-4	49	52	22	9
D-5	49	49	26	7
U-1	60	56	27	21
U-2	66	47	23	25
U-3	51	55	20	20
U-4	50	46	18	31
Denominational[a]	45.6	45.4	24.6	7.0
University	56.8	51.0	22.0	24.25

[a] Scores reported for institutional type are the mean scores of all institutions within that type.

TABLE C

Rank Order Correlations of IPCU Scores
with CUES Scores and IPCU Scores
with Williamson-Cowan Scores

CUES	Correlation	
	IPCU Part I	Part II
Community	.35	-.86
Propriety	.26	-.61
Campus Morale	.32	-.79
Williamson-Cowan		
Controversial Speakers	.04	.77
Modes of Expression	.10	.38